

AN ASSESMENT OF SOCIAL MEDIA USE ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITY COLLEGES: A CASE OF RONGO UNIVERSITY, KENYA

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Abstract

Social media has swept through popular culture recently and more than 1.5 billion members globally joined online communities and started using social platforms. Hence, the popularity of social media cannot be ignored by any industry. This study sought to establish the relationship of social media use and employee performance in public universities in Kenya. The study centered on the effects of Facebook, LinkedIn, Twitter and WhatsApp on employee performance in Rongo University. Descriptive design was adopted with a target population of 497 employees from Rongo University. 136 respondents were sampled and administered with structured questionnaires. The collected data was analyzed using both descriptive and inferential analysis with the aid of the statistical software for social sciences (SPSS). Findings revealed that Twitter, LinkedIn and WhatsApp affect employee performance. The study concluded that employee performance associated with LinkedIn was attributed to knowledge, information sharing, career advancement and collaborations. Other social media had inverse relationship with employee performance because their usage was not related to actual assigned duties. The study recommended implementation of clear and comprehensive policies to address social media usage, relevance, site restrictions and information confidentiality. More funds should be allocated to train personnel on social media usage in public institutions.

Keywords: Assessment; Social Media; Employee; Performance; Public; University

1.0 Introduction

Internet has changed how people interact with each other on a daily basis. Prior to the internet, staying connected with families and friends was difficult and costly. In today's world, staying connected is easy and accessible (O'Dell 2011). The way we communicate changed when the first email was sent in 1971. In 1978, the bulletin board system (BBS) was invented to allow users to exchange messages, data, news and software thus the beginning of the internet. In 1979, two individuals created Use net, a worldwide discussion system that allowed users to post public messages. The year 1995 marked the era for the corporate web page and e-

commerce. Thus, it is no surprise that current trends towards social media have transformed the World Wide Web from websites that provided static information to a website that serves as information exchange platform between users.

The social media dates back to 1998 when Bruce and Berson founded the open diary, an ancient social network site that brought together online diary writers into a community. Since then MySpace was developed in 2003 followed by the development of Facebook in 2004 which are fundamentally different and more powerful. YouTube was then developed in 2005 and a microblogging site Twitter developed in 2006

(Borges 2012). According to the research that was conducted by AT & T (2008), one out of every nine people in the world use facebook, with an estimation of 700 billion minutes spent each month on facebook site. Additionally, over 2.5 million organizations have a facebook accounts apart from their corporate websites. In estimation, 250 million people access social media platforms using their mobile phones.

The social network platforms have transformed the daily lives of people beyond the "tweets" on twitter and the "likes" on facebook. Consequently, organizations are feeling the need to be present on a number of social media sites. However, this has posed a challenge to ensure that they are accessible and listening to all customers at all times. In the light of current usage of ICT, the attractiveness of social media networks cannot be denied or ignored. Whether employers want to acknowledge this or not, people are logging in and spend daily an average of 20 minutes on facebook and other social media (Vickers, 2007). In the U.S.A, 71% of online American adults use Face book; a proportion which has remained unchanged since 2013. Usage among seniors continues to increase, some 56% of internet users age 65 and older now use Face book .Women are also likely to use Face book compared with men. 23% of online users' uses twitter a significant increase compared to 18% in 2013. Twitter is popular among those under 50 years and college-educated. Also, 28% of online users are LinkedIn users. LinkedIn is popular among college students, those in high-income households and the employed (Pew Research Centre, 2014).

In Germany, social media is expanding and becoming more diverse and dispersed. There are 22million facebook users in Germany and 635 million visits. Social media like facebook has gained popularity in Germany because it enables users to socialize internationally and due to its multiple language features. Twitter has got only 10% of online users in Germany. Some of the reason for this small number is that people find it confusing with all the little text snippets that seem somewhat disconnected. However, LinkedIn is mostly

used by companies to build their brand reputation, stay competitive and operate in the international market (Coyle & Vaughn, 2012). In India, social media has contributed immensely as a tool for communication and collaboration leading to real-time, innovative methods to reach a large number of employees with similar or dissimilar interests. The majority of leading organizations in India are venturing into new pastures for employee communication, engagement, collaboration and other areas of human resource (Wipro, 2012). Face book statistics from AT & T (2008) listed South Africa as the sixth worldwide with more active facebook users implying that social networking is a much a timely issue.

In Zimbabwe, use of social media has helped to develop workforce's knowledge of social media and be part of a wider digital engagement with the customer. It also fosters the collaboration of colleagues, marketing the company's products and its visibility in the crowded world of online commerce (Bullock, 2010). In Nigeria, social media sites have been used to offering adequate information, communication, dissemination, discussing and mobilizing vast information (Omekwu, 2014). In Kenya, almost all business that deal with communicating with the consumers have social media as an integral part of marketing, branding, public relation, customer service, recruitment or any other function of a business that require you to reach out, social media plays a vital role (Gakui, Munene & Nyaribo, 2014). Most organizations that use social media spend more than 6 hours a week. Further, utilization of social media has enhanced distribution of value-added content and more effective communication processes. A higher level of socialization leads to increased organizational performance and collaboration across departments (Novak & Hoffinan, 2011).

A number of studies have been conducted on the linkage between social media and employee performance.

1.2Statement of the Problem

Social media has been used as a tool to reinvent the culture of the organization providing employees with a stage for innovation, collaboration, and communication (Ward, 2008). For some years now, employers have had to deal with issues concerning employees' internet use through organizational information and communication technology infrastructure. In the organizational context, the problem associated with social media as well as the nature of the content on such sites presents employees with a dilemma hence organizations are slowly accepting social media as a tool for communication. Deans (2011), Kaplan and Haenlein (2010) noted that in recent years, organizations are slowly allowing the use of social media for a variety of purposes during the work day. A key factor for the organizations' sense of fear is that little is known about the effect of social media and potential benefits that can be gained from social media use. This has led some of the employers to block social media access at the workplace. However, blocking of social media access has proved to be a costly exercise that simply does not work (Human Resource Practice and Workforce Report, 2014).

Shami (2009) attempted to study the impact of social media sites on employee performance, he looked at the effect of networking sites on the privacy and security of an organization, potential benefits of social media sites and the impact of social media on employee performance but he did not look at different social media sites independently. In a similar study, Ashraf (2014) studied the impact of social media on employee performance, his objectives were to determine the effect of facebook, Twitter, Slide Share and LinkedIn on employee performance, but he did not look at the effect of WhatsApp on employee performance. It is against this backdrop that the research was

carried out to assess the effect of social media use on employee performance.

1.3 General Objective of the Study

The general objective of the study was the assessment of social media use on employee performance in public universities, a case of Rongo University.

1.3.1 Specific objectives

- i. To find out the effects of Facebook use on employee performance in Rongo University.
- ii. To determine the effect of LinkedIn use on employee performance in Rongo University.
- iii. To establish the effect of Twitter use on employee performance in Rongo University.
- iv. To examine the effect of Whatsapp use on employee performance in Rongo University.

2.0 Theoretical Review

2.0.1 Connectivism theory

Connectivism theory is a learning theory for the digital age. It was propounded by Siemens (2006) and states that knowledge cannot happen as a process of continuous knowledge acquisition but in the course of perpetuation of connections. Continued learning is centered on the capability to stay linked and connected to digital social networks with which interests are and can continuously be shared. Connectivism is networking, practical to learning and knowledge patterns on which we can act and reside outside of ourselves. This theory is related to the study in that when employees use digital tools to connect, they are capable of reflecting on conversation about and internalize substance in order to learn. The connections also help employees to develop the ability to create new knowledge at any point in time. Connectivism theory acknowledges that learning is no longer an individual activity but rather a process that allows people to flourish in the digital era, (Siemens & Tittenberger, 2009). The capacity to attach to others and create networks will be more vital as the influx of information continues to increase.

2.0.2 Social exchange theory

Given that all social media are dependent on user providing content, an understanding of the reasons as to why people partake appears fundamental. This theory originated from sociology studies exploring exchange between individuals or social groups (Emerson, 1976). The theory mainly uses cost-benefit framework and assessment of alternatives to give explanation on how individuals communicate with each other, how they form relationships and bonds, and how communities are formed through communication exchange (Homans, 1958). The theory states that individuals engage in behaviors that are rewarding and stay away from behaviors that have too high a cost, that is, all social conduct is based on each individual's biased evaluation of the cost-benefit of contributing to a social exchange. Individuals communicate with each other subject to give-and-take actions from the other communicating party (Emerson, 1976). This theory relates to this study in that employees get to see benefits when using social media to communicate and if not rewarding, they will leave it.

2.0.3 Social network theory

This theory describes patterns of interactions among people as a graph of connections (Newman, 2002). The persons within a network are called nodes and the relationships between actors are called ties. The ties and nodes constitute the structure of a social network for social action (Burt, 1992). The theory seeks to understand the nature of a network and the antecedents and consequences of the network at different levels that is interpersonal, inter-unit or inter-organizational level. Studies have indicated that fast receipt of resources affects knowledge transfer and task performance. Therefore, if people use the networks/connections to access information faster, it will contribute to their performance. This theory is relevant to this study because social media affects communication and knowledge sharing. If social media sites use enhances communication and knowledge

sharing, then employees' performance will improve.

2.0.4 Social Cognitive theory

This is a psychological model of behavior that emerged primarily from the work of Albert Bandura (1977, 1986). It was developed having importance on the attainment of social behaviors. Social Cognitive theory continues to emphasize that learning occurs in a social environment and much of what is learnt is gained through observation. The theory is based on several fundamental assumptions about learning as well as behavior. The first assumption is that, personal, behavioral and environmental factors manipulate one another in a bidirectional, give-and-take fashion, that is, a person's on-going functioning is a product of a nonstop contact between cognitive, behavioral and contextual factors. The second assumption is that people have an agency to control their behavior and the environment in a decisive, goal-directed fashion (Bandura, 2001). The belief conflicts previous forms of behaviorism that advocates a more thorough form of environmental determinism.

The social cognitive theory does not contradict the significance of the surroundings in determining behavior, but it argues that people can as well, through foresight, self-examination, and self-regulatory processes exert substantial influence over their own outcome and the surroundings more broadly. The third assumption is that, learning can occur without an instant change of behavior or more broadly that learning and the demonstration of what has been learnt are distinct processes. This theory also assumes that learning involves not just the acquisition of new behavior but also of knowledge, cognitive skills, conceptual rules, principles, concepts and further cognitive constructs. This division of learning and behavior is shift from the position advocated by behavioral theories that defined learning stridently as a change in the form of behavior. In relation to this theory, social media does help people to learn and even influence the environment in

which they interact with. Since personal behavior and environmental factors affect ones' behavior, then social media has the capacity to change peoples' behaviors and the environment in which they interact with.

2.1 Empirical Review of Literature

2.1.1 Facebook Use and the relationship with employee performance

Aguenza (2012) attempted to study the effect of FaceBook use on productivity in the workplace, looking at the challenges and constraints. He established that the use of Facebook has a positive impact on employee productivity, two-way communication and effective collaboration and that the organization should establish appropriate policies at the workplace to determine how much use will be made of Facebook for job purposes. Further, the organizations should work with, not against Facebook and other social media sites because organizations that fight the advancing of technology are combating a losing battle. Ashraf (2014) conducted a study on the impact of social networking (Facebook, Twitter, SlideShare and LinkedIn) on employee performance. Data was analyzed using correlation and regression analysis. He found that social networks affects working situations of employees, employees' skills/ability correlation and knowledge, qualification, productivity and motivation level. Also, the motives of using social media vary from one person to another. Further, people do connect to LinkedIn for professional purposes, Facebook and MySpace for personal motives, Twitter for social networking, personalized Blogs for personal thoughts and viewpoints. The ultimate logic of connecting is building social contacts and sharing information. Similarly, Karanja (2013) studied the effects of social media use on employee performance having a target population of 130 employees and a sample of 60 respondents. He analyzed data descriptive statistics and findings showed that social media was applied more for social purposes rather than business transactions during working hours, employees did not use social media to respond to work-related issues while

Profession oriented sites were not popular among employees as those sites that were intended for social use. He recommended that organizations should consider all-inclusive, adequate policies in attempt to deal with social media issues such as personal usage, business relevance, site restrictions and information discretion devoid of restricting individuals from benefiting both personally as well as professionally.

In a similar study, Michael et.al (2013) carried out a study on the effect of social media in today's workplace by focusing on whether social media sites at workplace was a distraction or it did provide a boost to employee productivity and whether employers should discipline employees for what they post on their Facebook profiles. The researcher conducted a survey on the University undergraduate students and the professors about the use of Facebook while working. The researcher also examined the effect of Facebook postings outside work. The findings revealed that Facebook postings could jeopardize a position at the workplace. The study concluded that social media sites use is a threat to productivity at the workplace but there is higher expectation that monitoring of social media communication by employer will benefit the organization and the employees at large. Bhanot, (2012) studied the impact of social media on company performance by interviewing 25 social media experts and found that social media can be used for internal communication as well as a method of engaging with both the existing and the potential new customer. He argued that the business context has been revolutionalized by the arrival of several sites such as LinkedIn, Facebook, Twitter and much more. He concluded that companies that invest early to harness the power of social media claim higher returns, with even greater gains predicted to be on the way.

Harmon (2011), a social email provider carried out a study on social network and productivity, he surveyed 515 IT users. The main purpose was to better understand the impact that electronic distractions had on the workplace. He found that 57% of work

interruptions involved either use of social networks for texting messages, Facebook and internet searches. The remaining 43% of workplace distractions came from activities such as phone calls, talking with co-workers and impromptu meetings while 45% of employees surveyed reported that they could work uninterrupted only for 15 or less minutes and 53% wasted at least one hour each day due to all types of distractions. Moreover, some employees were addicted to web-based activities and that, 2 out of 3 people tuned out of face-to-face meetings to communicate digitally with someone else. Hence, organizations should enforce policies and technology to minimize distraction at work, monitor usage patterns, provide training, provide venture collaboration windows and institute no Facebook days.

In a related study, Gaudin (2009) found that companies that allow users to access Facebook in the work place lose an average of 1.5% of total employee productivity. In a related study, Nuclear research (2008), they did a survey of 237 employees and found that 77% of employees who have a Facebook account access their accounts during working time and 'some' of the workers use social networking sites in so far as two hours daily at work. Out of those using facebook at work, 87% had no clear business reason for using the site. Thus, restricting Facebook can reclaim lost productivity.

2.1.2 LinkedIn Use and employee performance

Technology has changed the way business operates and this has been evidenced in that, over 200 million businesses have a company page on LinkedIn whereby most businesses rely on LinkedIn to update for their followers on the current events that are happening either within the company or their industry. Keels (2003) studied the effect of social media use in organizations to determine how social networks are used, if its use enhances or reduces output and how organization-friendly design and use might advance in a Large Techno-savvy organization through a broad survey and 30 focused interviews. He found that extensive social and work uses

with complex patterns that differ with a software system and networker age. LinkedIn was used by recent students, young professionals and older professionals. LinkedIn focused on professional information, encouraged users to construct abbreviated curriculum Vitae and to establish connections. LinkedIn was also useful for positioning young professionals in job markets, used to build and maintain external professional networks while Facebook was used to connect with friends, family, and colleagues. Shami (2009) attempted to study the impact of social media participation on job performance; he used a study of 75,747 employees of a large global company in the course of three years, and found that social media usage through forums and status updates is positively associated with performance ratings. Further, amplified social participation is not connected with decrease in performance.

2.1.3 Twitter use and employee performance

Parise, Whelan, and Todd (2015) studied the impact of twitter on new ideas generation for a period of five years focusing on ten groups of employees across five companies in a range of industries. They established that employees who use Twitter were more innovative because they shared content with the appropriate internal stakeholders. Omekwu (2014) carried out an investigation on the use of Twitter among the undergraduate students of the University of Nigeria to determine the benefits of using the social network. He sampled 150 respondents who were selected randomly. The study revealed that frequently, students use social networks for interaction with friends, connecting with their classmates for online study and for discussing national issues. There are also benefits and dangers associated with the use of social media. Thus, university authorities should organize seminars to enlighten the students in the not-so-good aspects of social media.

Gakui et al (2013) studied the effect of social media participation in the workplace on employee productivity. They used a

randomly selected sample from a population that had internet connectivity at their place of work. Inferential analysis was undertaken to ascertain the degree of relationship between the variables. There were both the positive and negative relationship between social media involvement and employee output. The negative relationship was stronger as employees spent most of their time on Twitter enhancing personal networks. Positive relationships exist in employees' use of twitter in the workplace for both work and non-work related activities. Twitter has the potential to allow employees to form collaborations and communities for knowledge creation and sharing enhanced channels of contact which improve employee productivity. However, it can draw employees into an obsession that distracts performance in addition to straining the enterprise resources.

2.1.4 WhatsApp Use and the Relationship with Employee Performance

Technology is evolving at a very fast rate and what most people did not even imagine could be existent a few years ago is now becoming a certainty. WhatsApp is one of the changes in technology that is frequently used on definite mobile phones and computers. Yalcinalp and Gulbahar (2010) articulates that the value of these applications encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, build relationship that stimulates learner-to-learner for consistent and progressive learning. Most people think that use of social media sites time wasting. Nevertheless, several studies have made known just the opposite. Social media may actually increase employee productivity. An employee who uses social media is 9% more productive than those who do not (Fahmy, 2009). Employees who are social by nature and are connected to other people through social media are better persons in the workplace. This is because they are skillful at interacting with other employees and have ability to solve problems. Similarly, 70% of those who accessed the internet for personal use resulted in sharpened employees'

attentiveness. It is assumed that by taking short breathes; the brain will be refreshed and renewed.

Yusman (2014) studied the impact of WhatsApp media usage on students' performance in tertiary institutions in Ghana. Yusman found out that WhatsApp took much of students time, resulted in procrastination related problems, destroyed student spellings and grammatical construction of sentences, led to a lack of concentration during lectures, resulted in difficulty in harmonizing online activities and academic research and distracts students from completing their assignments and adhering to their private studies timetable. Therefore, tertiary institutions should intensify guidance and counseling sessions. In a similar study, Nur-Alan and Abudullah (2011) studied the impact of WhatsApp mobile social learning on the achievement and attitude of female students compared with face-to-face learning in the classroom, he conducted an experiment using an experiment group with a control group. The E-learning process of the experiment group was based in WhatsApp mobile learning activities. They used T-test to evaluate the differences among the experimental group and the control group. It showed that there was a real difference, at 0.05 alpha level, of the achievements and attitudes of the experimental group compared with the control group.

2.2 Employee performance

Employee performance is very essential in the success of any organization. Success depends on employees' creativity, commitment and innovation. Vroom (1964) elucidates that employee performance is based on individual. In a research carried out by Survey (2013) on the impact of employee engagement on employee performance, the study found that employee engagement drives performance by improving relationship, productivity, safety and profitability. Further employees' work contribute positively to the success of the organizations and they care about their organization. A study conducted by Ekit (2010) looked at the effect of motivation on

employee performance in an institution. She established that Institutions use differing means of motivational tools in motivating employees which included helping employees to perform their work, maintaining a healthy employee/employer relationship, encouraging employees to perform their work efficiently, helping employees solve their personal problems, encouraging teamwork and improving employee morale at the workplace. This helped employees perform better hence improving the overall organizational performance. If social media could be used to maintain a healthy employer/employee relation, encourage teamwork and improve

employees' morale in the workplace, then they will improve employee productivity. In a similar study, Adbullahi (2010) examined the impact of employee motivation on employee performance. He used quantitative data and he analyzed it using descriptive and inferential statistics to measure the significance of linear regression between the independent and dependant variables. He found that motivation has powerful positive influence on employees' performance more than job satisfaction.

2.4 Conceptual framework

Dependent Variable

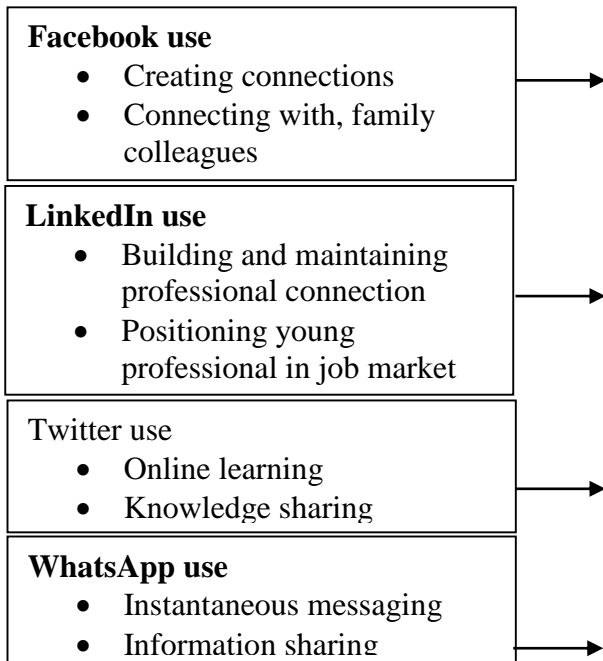


Figure 2.1 Conceptual Framework

3.1 Research Design

The study adopted a descriptive research design. Descriptive research design aims at observing, describing and documenting aspects of a situation as it naturally occurs rather than explaining them. In this context, the description of variables and phenomenon was based on the views, opinions and responses provided by the respondents without manipulating their situations.

3.2 Study Area

The study was conducted in Rongo University which is in Migori County in the western region of Kenya. It is approximately 400 kilometers from Nairobi along Kisii - Migori highway.

3.3 Target Population

The target population of the study was 497 employees from Rongo University. These

comprised of teaching and non-teaching staff.

Table 3.1 Target Population

Participant	Target population	Percentage (%)
Teaching Staff	139	27.9
Non-teaching staff	358	72.1
Total	497	100.0

Source: Human Resource-Rongo University College (June 2015)

3.4 Sample Size and Sampling Technique

A sample size of 136 respondents was randomly selected from the target population

using the mathematical approach developed by Nassiuma (2000).

$$n = \frac{NC^2}{C^2 + (N-1)e^2} \dots\dots\dots \text{Equation (3.1)}$$

n = sample size;

N = population size;

C = coefficient of variation which is 0.5

e = error margin which is 0.05.

$$n = \frac{497 (0.5)^2}{0.5^2 + (497-1)0.05^2}$$

$$n = 136$$

Table 3.2 Sample Distribution

Participant	Target population	Sample Size
Teaching Staff	139	58
Non-teaching staff	358	78
Total	497	136

3.4.1 Sampling Technique

Stratified random sampling was used to select 136 respondents who were administered with questionnaires. Stratified random sampling was preferred because it gives flexibility to the researcher to make a decision on identification and allocation of the units for the strata.

Before collecting data, the researcher acquired various relevant permits. The researcher issued the questionnaires using drop-and-pick later after 5 days. To ensure that the respondents filled the questionnaires on time, the researcher made follow-ups to check the progress.

3.5 Data Collection Instrument

The study used primary data that was obtained through a semi-structured self-administered questionnaire. The questionnaire had open-ended and closed questions which were based on a 5 point Likert scale where 5 represented strongly agree (SA), 4; agree (A), 3 neutral (N), 2 disagree (D), 1; strongly disagree (SD). The closed questions enabled the researcher to collect quantitative data.

3.7 Instrumentation

3.7.1 Validity of instruments

The validity test showed the extent to which set of measures correctly represents the concept of the study. The validity of the questionnaire was established in two ways; face validity where, a pilot study was conducted in Kisii University where some employees were given the 14 questionnaires to fill randomly to find the question interpretation perception. According to Mugenda and Mugenda (2003), 10% of the sample is sufficient for a pilot study. Content validity where supervisors were given

3.6 Data collection procedure

questionnaires to go through and made suggestions on the adjustment to be made.

3.7.2 Reliability of Instruments

Reliability of the questionnaire items was determined using test-retest method by 14 respondents from Kisii University whereby they were given the same questionnaire at different times to ascertain consistency. Before conducting any analysis, the study

evaluated whether instruments were reliable and valid in order to enhance the accuracy of their assessment and evaluations. According to Field (2005), a Cronbach Alpha that is greater than 0.7 implies that instruments given have a good measure. The Table 3.3 indicates Cronbach's alpha coefficient for root constructs (independent and dependent variables).

Table3. 1 Cronbach's Alpha Index

Scale	No. of items	Cronbach's Alpha
Facebook	9	0.764
LinkedIn	12	0.789
WhatsApp	11	0.836
Twitter	16	0.972
Employee performance	6	0.788

From the study results, the variables had 9, 12, 11, 16 and 6 items having Cronbach Alpha coefficients of 0.076, 0.789, 0.836, 0.972 and 0.788 respectively. It was established that all the study variables had a score of more than 0.7, they were valid. The pilot study results were not included in the final data analysis of the study.

3.7 Data Processing and Analysis

The data collected was sorted and edited to minimize errors. The data was coded and analyzed using statistical package for social science. Analysis was done using descriptive and inferential statistics to measure the relationship between the dependent and independent variables. The study assumed a linear relationship between the independent variables and the dependent variable following a Binary regression model.

$$Y_i = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots \text{Equation (3.2)}$$

Where: Y is the dependent variable (Employee performance), X_1 = Facebook use, X_2 = LinkedIn use, X_3 = Twitter use, X_4 =WhatsApp use. α = Y intercept, β_1 , β_2 , β_3 and β_4 are the net changes in Y. Findings were presented using frequency tables and figures.

4.0 Study Findings and Discussions

4.1. Response Rate

Table 2.1 Response Rate

Respondents	Frequency	Percentage (%)
Respondents	113	83
Non-Respondents	23	17
Total	136	100

A total of 136 questionnaires were issued on a drop-and-pick later basis. The researcher also made follow-ups to ensure that the respondents did fill the questionnaire. Out of the total questionnaires distributed, 113 questionnaires were filled and returned resulting into a response rate of 83%. However, of the returned questionnaires, two had errors and were not considered fit for analysis. Majority of them were within the

university and in their respective departments especially the head of departments. However, following Sekaran (2000) and Cooper and Schindler (2003), a response rate of above 30% or 40% of the total sample size are sufficient enough to guarantee generalization of the characteristics of a study problem.

4.2. Demographic characteristics

The study used various descriptive statistics to analyze the demographic characteristics of the respondents and findings were presented in frequency tables.

4.2.1: Gender

From Table 4.2, the findings study shows that majority (60.4%) were male while 39.6% were female. The result implies that most departments were dominated by male employees.

Table 4.2 Gender Distribution

Gender	Frequency	Percentage	Cumulative
Male	67	60.4	60.4
Female	44	39.6	100.00
Total	111	100.00	

4.2.2: Age

In terms of age distribution, Table 4.3 shows that most respondents at the university were on average 29 years. Further, the study analyzed age in four different age groups of fifteen years difference. Further, most employees (41.4%) were aged between 31

years and 45 years. This implies that most employees in Rongo University are of middle age from the departments surveyed. Also the age group of between 15-30 years had 40 observations with a percentage of 36.1. This implies that the number of younger generation was also high.

Table 4.3 Age categories

Categories in years	Observations	Percentage	Mean
15-30	40	36.1	31.1111
31-45	46	41.4	36.72727
46-65	14	12.6	26.86486
66 and above	11	9.9	22.40909
Overall age distribution	111	100	29.0625

On the age group of 66 years and above, the number of observations made was 11 with a percentage of 9.9. This implies that there are a few elderly people working in Rongo University.

4.2.3: Education Levels

Education level was assessed with consideration of the highest academic level achieved by the respective respondent. Figure 4.1 below shows the distribution of highest level of education. There was no one with less than diploma education. Approximately 0.9% had diploma education, 5.4% had degree education level while 91.9% of the respondents had postgraduate (masters and above) education levels. This implies that all the respondents were well educated; hence they were at a better position

to read, understand and answer the questions well.

4.2.4: Working Experience

The study also sought to determine the working experience of the respondents. Table 4.4 shows that most respondents had worked in their current position between one and three years with a higher percentage (65.75%). The lowest worked duration reported was of 6 years and above where it recorded a percentage of 18.02. This implies that most of Rongo University employees were in the early years of their careers.

Table 4.4 Years in current position

Working experience (years)	Frequency	Percentage	Cumulative
Between 1 and 3 years	51	45.95	56.61
Between 3 and 6 years	30	27.03	89.91
6 and above years	20	18.02	100.00

Total	111	100.00
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4.2.5: Sites with Accounts

In this section, respondents indicated the social media sites which they have an account with. The study revealed that 31.2%, 20.0%, 17.9%, and 30.9% were realigned based on the four sites (Facebook, LinkedIn, Twitter and WhatsApp) respectively. The frequency

is as indicated in Table 4.5. This implies that most employees have facebook and WhatsApp accounts while LinkedIn and Twitter were not popular among the employees.

Table 4.5 Sites with account

Account	Frequency	Percentage	Cumulative
Facebook	103	31.2	31.2
LinkedIn	66	20.0	51.2
Twitter	59	17.9	69.1
WhatsApp	102	30.9	100.00
Total	330	100.00	

4.2.6 Accounts used daily

Findings in Table 4.6 reveal that most employees used Facebook (35.58%) and

WhatsApp (35.09%) on a daily basis. Twitter (17.31%) and LinkedIn (12.02%) were not popular among employees

Table 4.6 Accounts used daily

Account	Frequency	Percentage	Cumulative
Facebook	74	35.58	35.58
LinkedIn	25	12.02	47.6
Twitter	36	17.31	64.91
WhatsApp	73	35.09	100.00
Total	208	100.00	

4.3 Role of Facebook use

This section provides an analysis of facebook usage on employee performance in Rongo University in Migori County. To determine the effect of facebook on the performance of employees in Rongo University, participants were requested to respond to a set of statements on five point likert scale. The first

statement was on whether employees utilize facebook to create new connections. As shown in Table 4.6, majority (41.7%) of the respondents were in agreement (mean=3.651), 23.3 % were neutral, 21.4% strongly agreed while 7.8% and 5.8% respondents had divergent views.

Table 4.6 Facebook usage

Respondents' Opinion	Items	S.A	A	N	D	S.D	Mean	Std. Dev.
Create new connections	103	21.4	41.7	23.3	7.8	5.8	3.651	1.082
Connect with family and friends	103	23.3	36.9	25.2	9.4	4.9	3.641	1.092
Collaborate with colleagues	103	18.4	23.3	35.9	14.6	7.8	3.301	1.162
Upload and down load photos and videos	103	14.6	40.8	23.3	9.7	11.7	3.369	1.196
Keep in touch with my colleagues	103	20.4	44.7	20.4	7.8	6.8	3.641	1.101
Knowledge sharing	103	19.4	24.3	35.0	14.6	6.8	3.349	1.152
Chatting with friends	103	22.3	36.9	25.2	9.7	5.8	3.602	1.114
Information sharing	103	25.2	43.7	14.6	9.7	6.8	3.709	1.152

On whether respondents used facebook for connecting with family and friends, majority (36.9%) of the participants (mean=3.651) were in agreement in their responses to the statement. The third statement asked the

respondents whether they used facebook to collaborate with colleagues, 35.9% of the respondents were neutral (mean=3.301) to the statement. The fourth statement on whether the participants used facebook to

upload and download videos, majority 40.8% were in agreement (mean=3.369), 23.3% remained neutral while 14.6%, 9.7% and 11.7% were impartial. Further, on whether the respondents use facebook to keep in touch with their colleagues, majority, 44.7% were in agreement (mean=3.641) while 20.4% were neutral. The rest of the respondents have a divergence of opinion on the statement. On whether the respondents use facebook on knowledge sharing, 35.0% of the respondents were neutral (mean=3.349) to the statement. This gives an impression that, the respondents could be using facebook on other uses as indicated by the divergence of respondents. Additionally, the respondents were asked whether they use facebook on chatting with friends, 36.9% of the respondents were in agreement (mean=3.602) with the statement while the rest had divergent opinions. On whether the respondents used facebook for information sharing, 43.7% of the respondents were in agreement (mean=3.709). Further, all the statements had standard deviations which were greater than 1 implying that the respondents had varying divergent opinions on all the statements. The findings indicate that most employees of Rongo University used facebook more for information sharing. This study concurs with the findings of Omenku (2014), who conducted a study on the effect of social media on employee productivity and found that Facebook had direct response to the need to offer adequate

information, communication, dissemination, mobilization and discussing of a wide range of information. Xi. Zhang had the same findings that Facebook had a positive impact in knowledge sharing social network ties. Also the study recorded a higher mean on the use of Facebook to create new connections. These findings concur with the findings of North (2010), who that Facebook is considered by most employees as worthwhile in the organization since it helps them to create and maintain new connections.

4.4 LinkedIn use

This section analyzed the effects of LinkedIn use on employee performance in Rongo University. The first statement was on whether employees utilize LinkedIn in building and maintaining professional connections. Findings in Table 4.9 shows that 50% of the respondents were in agreement (mean=4.1061), 34.8% of the respondents strongly agreed, 9.1% were neutral while 3.0% disagreed and strongly disagreed respectively. The standard deviation varied from the mean by 0.91364 points. The second statement sought to determine whether employee use LinkedIn to keep in touch with friends and colleagues, 34.8% were in agreement (mean=3.0909), 25.8% were neutral while 18.2% strongly disagreed that respondents use LinkedIn to keep in touch with colleagues.

Table 4.7 LinkedIn Usage

Respondents' opinion	Items	SA	A	N	D	SD	Mean	Std. Dev.
Build and maintain professional connections	66	34.8	50.0	9.1	3.0	3.0	4.1061	0.91364
Keep in touch with friends and colleagues	66	10.6	34.8	25.8	10.6	18.2	3.0909	1.27373
Career improvement	66	18.2	50.0	18.2	9.1	4.5	3.68818	1.02521
Job search	66	24.2	45.5	18.2	3.0	9.1	3.7273	1.14416
Knowledge sharing	66	19.7	33.3	28.8	9.1	9.1	3.4545	1.17907
Positioning myself in job market	66	15.2	18.2	33.3	21.2	12.1	3.0303	1.22750
Information sharing	66	25.8	39.4	16.7	10.6	7.6	3.6515	1.19605
Collaborate with colleagues	66	27.3	34.8	15.2	12.1	10.6	3.5606	1.30241

On whether the respondents used LinkedIn on career improvement, majority, 50.0% were in agreement, 18.2% were neutral (mean=3.0909), 9.1% of the respondents disagreed while 4.5% of the respondents

strongly disagreed with the statement. The study also asked respondents whether the participants used LinkedIn to search jobs online and the majority, 45.5% were in agreement (mean=3.7273) while 24.2%

strongly agreement that they use LinkedIn on job searching. Further, on whether the respondents use LinkedIn in sharing knowledge, 33.3% of the respondents were in agreement (mean=3.4545) while 28.8% were neutral to the statement. Moreover, on whether the respondents use LinkedIn in positioning themselves in the job market, 33.3% of the respondents were neutral (mean=3.2303) and 21.2% disagreed with the statement. On the statement whether, respondents' use LinkedIn in sharing information, 39.4% of the respondents were in agreement (mean=3.6571) while 25.8% strongly agreed with the statement. When respondents were asked whether they use LinkedIn in collaborating with colleagues, majority, 34.8% of the respondents were in agreement (mean=3.5606). Additionally,

apart from the first statement, all the other statements had standard deviations which were greater than 1 implying that the respondents had divergent opinions from the mean scores.

4.5 Twitter use

The study sought to establish the effect of twitter use on employee performance in Rongo University in Table 4.7. The respondents were asked whether they use twitter to create new connections and majority (mean= 3.5085) were in agreement with the statement. The respondents were also asked whether they use twitter to keep in touch with friends and colleagues , the mean of 3.5424 indicates that majority of the respondents were in agreement with the statement.

Table 4.8 Twitter usage

Respondents' opinion	Items	SA	A	N	D	SD	Mean	Std Dev
Create new connections	59	23.7	37.3	15.3	13.6	10.2	3.5085	1.27810
Keep in touch with friends and colleagues	59	27.1	39.0	10.2	8.5	15.3	3.5424	1.38118
Maintain professional connections	59	27.0	16.9	20.3	10.2	30.5	2.8983	1.55025
Job search	59	0.00	8.5	42.4	33.9	15.3	3.2881	1.14547
Knowledge sharing	59	11.9	23.7	33.9	20.3	10.2	3.0678	1.15765
Chatting with colleagues	59	13.6	40.7	23.7	10.2	11.9	3.3390	1.19785
Information sharing	59	27.1	39.0	15.3	11.9	6.8	3.6780	1.19540
Collaborate with colleagues	59	13.6	11.9	23.7	30.5	20.3	2.6780	1.30570

The respondents were also asked whether they use Twitter to maintain professional connections. Majority (30.5%) of the respondents strongly disagreed (mean=2.8983) while 27% strongly agreed, 16.9% agreed and 20.3% were neutral. As per the statement on whether the respondents use twitter to search job online, 42.4% of the respondents were neutral (mean= 3.2881) while 33.9% of the respondents disagreed with the statement. Further, on the opinion about whether the respondents use Twitter in sharing knowledge, majority, 33.9% were neutral (mean= 3.0678). As to whether the respondents use Twitter in chatting with colleagues, majority, (mean= 3.3390) imply the majority were impartial on whether they use twitter on chatting with colleagues. This is also reflected with the standard deviation of 1.19785 showing divergence of opinion

from the mean score. As per whether respondents use Twitter in sharing information, majority, 39.0% were in agreement (mean= 3.6780) to the statement. Furthermore, the respondents were asked whether they use Twitter to collaborate with colleagues and majority, 30.5%, were in disagreement (mean=2.6780) with the statement. All statements had standard deviations greater than 1 implying that the respondents had divergent opinions from the mean score.

4.6 WhatsApp Use

The first statement was on whether employees utilize WhatsApp to connect with family and friends and majority, 41.2% of the respondents were in agreement (mean= 3.8039), 32.4% strongly agreed, 10.8% were neutral while 5.9% and 9.8% disagreed and strongly disagreed respectively. The second

statement sought to determine whether employee use WhatsApp to keep in touch with friends and colleagues and majority, 35.3% strongly agreed while 30.4% were in

agreement (mean= 3.7157) with the statement. However, 16.7% were neutral while 5.9% disagreed.

Table 4.9 WhatsApp Usage

Respondents' opinion	Items	SA	A	N	D	SD	Mean	Std Dev
Connect with family and friends	102	32.4	41.2	10.8	5.9	9.8	3.804	1.235
Keep in touch with friends and colleagues	102	35.3	30.4	16.7	5.9	11.8	3.716	1.323
Keep in touch with other professionals	102	25.5	36.3	18.6	11.8	7.8	3.598	1.213
Job search	102	9.8	17.6	34.3	24.5	13.7	2.853	1.164
Knowledge sharing	102	12.7	27.5	36.3	13.7	9.8	3.196	1.135
Instant messaging	102	28.4	35.3	15.7	11.8	8.8	3.628	1.258
Information sharing	102	23.5	28.4	19.6	11.8	16.7	3.301	1.392
Collaborate with colleagues	102	24.5	29.4	21.6	15.7	8.8	3.451	1.264

The respondents' were asked whether they use WhatsApp to keep in touch with other professionals and 36.3% of the respondents agreed (mean= 3.5980), 25.5% strongly agreed while 18.6% were neutral. As per the fourth statement whether the participants use WhatsApp in searching jobs online, 34.3% were neutral (mean= 2.8529) and 24.5% disagreed with the statement. Further, on the opinion about the use of WhatsApp on knowledge sharing, 36.3% were neutral (mean= 3.1961) and 27.5% of the respondents were in agreement with the statement. As to whether the respondents use WhatsApp in instant messaging, majority, 35.3% of the respondents were in agreement (mean= 3.6275) while 28.4% strongly agreed. The respondents were also asked whether they use WhatsApp on information sharing and 29.4% of the respondents indicated were in agreement (mean= 3.4510), 24.5% strongly

agreed, 21.6% were neutral while 15.7% and 8.8% disagreed and strongly disagreed respectively. The standard deviations for all statements revealed that the respondents had divergent opinions from the mean scores.

4.7 Employee Performance

The first statement asked whether the respondents' perform their work with accuracy and majority, 33.3% were in agreement (mean= 3.4505), 27.0% were neutral, 20.7% strongly agreed while 8.1% and 10.8% disagreed and strongly disagreed with the statement respectively. On the statement whether employee meet deadlines as given to them by management, majority, 37.8% were in agreement (mean= 3.6216), 23.4% strongly agreed, 22.5% were neutral while 9.9% and 6.3% disagreed and strongly disagreed with statement.

Table 4.10 Employee performance

Respondents' opinion	Items	SA	A	N	D	SD	Mean	Std Dev
I do Perform my work with accuracy	111	20.7	33.3	27.0	8.1	10.8	3.4505	1.21908
I do meet deadlines	111	23.4	37.8	22.5	9.9	6.3	3.6316	1.13661
I complete my work in a timely manner	111	29.7	37.8	12.6	9.0	10.8	3.6667	1.28865
I consistently adhere to set work schedules	111	16.2	27.0	34.2	13.5	9.0	3.2793	1.16128
I do work well with others	111	15.3	18.0	34.2	22.5	9.9	3.0631	1.13899
The working environment is supportive	111	13.5	19.8	40.5	16.2	9.9	3.1081	1.1389
I have knowledge about the company's goals	111	21.6	39.6	16.2	11.7	10.8	3.4955	1.25679
I do meet my daily goals	111	22.5	36.9	20.7	11.7	8.1	3.5405	1.19684

The respondents were asked a question whether they complete their work in time, 37.8% were in agreement (mean= 3.667), 29.7% strongly agreed, 12.6% were neutral

while 9.0% and 10.8% disagreed and strongly disagreed respectively. On the question, whether the respondents consistently adhere to set work schedules, majority (mean=

3.2793) were neutral, 27.0% were in agreement, 16.2% strongly agreed and 13.5% disagreed. The fifth statement asked whether the participants do work well with others and majority, 34.2% were neutral (mean= 3.0631) in their responses to the statement. In line with the statement on whether the respondents working environment is supportive, majority, 40.5% were neutral (mean= 3.1081) and 19.8% agreed that they work environment is supportive. As to whether the respondents have knowledge about the company's goals majority (39.6%) were in agreement (mean= 3.4955) with the statement. Furthermore, the respondents were asked whether they do meet their daily goals and majority, 36.9% of the respondents were in agreement (mean= 3.5405).

4.8. Regression Analysis

The result in Table 4.11 shows the regression equation for computed coefficients of marginal effects. The following equation shows only significant factors or coefficients;

$$Y = -0.04480FBK + 0.34982LNK - 0.2272TWT - 0.4905WTS$$

Where, Y is the probability of employee performance, **FBK** is facebook, **LNK** is

LinkedIn, **TWT** is Twitter and **WTS** is WhatsApp.

4.8.1 Facebook Usage and Employee Performance

The first objective was establishing whether there is any significant relationship between Facebook usage and employee performance at Rongo University. It was found that the negative relationship established was not significant since the T test showed a percentage of 3% significance. This was contrary to the study findings of Aguenza (2012) and Ashraf (2014) who found that the use of Facebook has a positive impact on employee output, collaborative communication and efficient cooperation. That is, social networks affect working situations of employees. Ashraf further noted that Facebook affect employees' skills and knowledge, productivity and motivational level. In addition, he found that People use social media for different motives but most people use Facebook for personal motives. In spite of different motives of using social media, the ultimate logic of connecting is building social contacts and sharing.

Table 4.11 Regression results for social media usage and effect on employee performance

Variables	ME	Std. Err.	T	P	[95% Confidence Interval]	
Facebook	-0.04480	0.121355	-0.37	0.712	-0.2826571	0.1930463
LinkedIn	0.34982**	0.137300	2.55	0.011	0.0807216	0.6189292
Twitter	-0.2272**	0.102913	-2.21	0.027	-0.4289775	-0.0255659
WhatsApp	-0.49054***	0.128881	-3.81	0.000	-0.7431472	-0.2379417
Number of observation = 43						
LR chi2(8) = 26.54						
Prob > chi2 = 0.0008						
Log likelihood = -10.050413						
Pseudo R2 = 0.5690						

*** $p \leq 0.01$, ** $p \leq 0.05$, * $p \leq 0.10$, two-tailed test

4.8.2 LinkedIn Usage and Employee Performance

The second objective investigated the effect between LinkedIn use and employee performance at Rongo University College. Based on Table 4.11, the study revealed that at 5% level of significance, LinkedIn usage was shown to be positive and statistically significant in influencing the employee performance at Rongo University College. The study found that LinkedIn use significantly increases the probability

employee performance by 35% holding other factors constant. Skeels (2003) supports our study finding while investigating the effect of social media use in organizations, if LinkedIn usage enhances or reduces productivity and how enterprise-friendly design and use might evolve. From Skeels' study shows that most businesses were found to depend on LinkedIn to update for their followers on the current events that are happening either

within the company or their industry. He also noted that LinkedIn focused on professional information, encouraged users to construct abbreviated curriculum vitae and to establish connection. His findings revealed that LinkedIn was useful for it positioned young professionals in the job market, to build and maintain external professional networks. However, Shami (2009) and Karanja (2013) found that increased social participation is not associated with decreased performance and the latter found out that employees did not use the site to correspond to work related issues such as responding to customers' questions and that LinkedIn and other professional sites were not popular among employees as compared to sites that were meant for social purposes.

4.8.3 Twitter Usage and Employee Performance

The third objective, examines the existing relationship between twitter usage and employee performance in Rongo University. The study found that at 5% significance level, twitter usage significantly lowers the likelihood of employee performance. The results show that twitter usage reduces the probability of employee performance at Rongo University College by 22.7% holding other factors constant. The study results are supported by the study findings of Omekwu (2014) who found that frequently, students use social networks for interaction with friends, connecting with their classmates for online study and for discussing national issues. The study however noted dangers associated with the use of social media. In that case Gakui et al., (2013) similarly in their study noted a positive and negative relationship to employee performance whereby employees used Twitter to enhance their personal networks. However, he noted that Twitter use enabled employees to form communities for knowledge creation and sharing, enhanced channels of contact which improved employee productivity. He further noted that use of twitter drew employees into an addiction that distracts performance as well as straining the organizational resources.

4.8.4 WhatsApp Usage and Employee Performance

The study in the fourth objective investigated the relationship between WhatsApp use and employee performance at Rongo University College. The study revealed that at 5% significance level, WhatsApp usage significantly lowers the likelihood of employee performance by 49.1% holding other factors constant. This finding concurred with the study results of Yusman (2014) who found that WhatsApp took much of students time, resulted in procrastination related problems, destroyed student spellings and grammatical construction of sentences, led to a lack of concentration during lectures, resulted in difficulty in balancing online activities and academic preparation and distracted the students from finishing their assignments and adhering to their private studies timetable. On overall, the study found that all independent variables were significant in jointly explaining the dependent variable since the overall p value ($p=0.0008$) was less than 5% level of significance.

5.0 Summary, Conclusions and Recommendations of the Study

5.1: Summary of Findings

Literature indicates that digital technologies have the ability to reshape the quality of teaching and learning in higher institutions of learning. This is depicted given the fact that employee performance is very essential in the success of any organization which depends on employees' creativity, commitment and innovation. This could only be possible if accepted and appropriately used by the staff. This study was conducted to assess the effect of social media uses on employee performance in public universities in Kenya. The study was guided by the following objectives; to establish effects of Facebook use, LinkedIn use, Twitter use and finally Whatsapp use on employee performance in Rongo University.

5.1.1 Effect of Facebook use on employee performance

The first objective of the study sought to establish whether there is any significant

relationship between Facebook usage and employee performance at Rongo University. The study found that many employees use Facebook to create new connections, connecting with family and friends, uploading and downloading photos and videos, keeping in touch with colleagues, chatting with friends and information sharing. However, many employees were impartial on whether they use Facebook to collaborate with colleagues and for knowledge sharing. Thus, most employees use Facebook for personal usage and this might be the reason as to why there was a negative relationship which was insignificant.

The second objective was to investigate the effect between LinkedIn use and employee performance at Rongo University. The study found that most employees used LinkedIn to build and maintain professional connections, for career improvement, job search, knowledge sharing, information sharing and collaboration with colleagues. However, most employees had a neutral opinion on whether they used LinkedIn to position themselves in the job market. Further, the study revealed that most employees used LinkedIn for professional use and this might be the reason for a positive influence on employee performance of Rongo University at 5% level of significance. LinkedIn usage was shown to significantly increase the probability of employee performance by 35% holding other factors constant. The employees used LinkedIn to update for their followers on the current events that are happening in the university. The employees did not use the LinkedIn site to correspond to work related issues and that LinkedIn and other professional sites were not popular among employees as compared to sites that were meant for social purposes.

The third objective was to examine the existing relationship between Twitter usage and employee performance at Rongo University. The study found that most employees use Twitter to create new connections, keep in touch with friends and colleagues and chatting with colleagues. However, most employees strongly

disagreed on the opinion whether they use Twitter to maintain professional connections, while most of employees were neutral on the opinion whether they use Twitter for Job search. At 5% significance level, twitter usage significantly lowers the likelihood of employee performance. The results showed that twitter usage reduced the probability of employee performance at Rongo University by 22.7% holding other factors constant. Twitter was also used for social networks for interaction with friends and discussing national issues.

The fourth objective was to investigate the relationship between WhatsApp use and employee performance at Rongo University. The study found that most employees use WhatsApp to connect with family and friends, keep in touch with other professionals, and instant messaging. However, most employees had a neutral opinion whether they use WhatsApp for job search, and knowledge sharing. On regression analysis, the study revealed that at 5% significant level, WhatsApp usage significantly lowers the likelihood of employee performance. The social media platforms considered in the regression equation revealed that apart from Facebook usage whose negative relationship was insignificant, all other three (twitter, LinkedIn and WhatsApp) were statistically significant in determining employee performance in Rongo University.

5.2: Conclusions of the study

The study concludes that most employees used Facebook for information sharing while LinkedIn was used for building and maintaining professional connections. Further, most employees of Rongo University used Twitter to maintain professional connections. The study revealed that most employees of Rongo University used WhatsApp to connect with family and friends. LinkedIn was associated with significant higher likelihood of employee performance perhaps due to its attributes related with knowledge and information sharing, career improvement and collaborations. The inverse relationship

exhibited by other social media platforms like twitter and WhatsApp may be related to the aspect of increased use of these media platforms in keeping in touch with family and friends with a lot of social chatting which may not necessarily contribute to actual assigned duties in the University. This ultimately consumes a lot of time and triggers performance of an employee negatively. Nevertheless, social media can be employed as a tool to reinvent the culture of the organization providing employees with a platform for communication, collaboration, and innovation. Furthermore, the study concludes that by establishing research departments, institutions of higher learning need to invest early to harness the power of social media claim higher returns with even greater gains on employee performance.

5.3: Recommendations of the study

The study recommends that employees should be encouraged to use Facebook to collaborate with colleagues, and use LinkedIn for knowledge sharing to benefit both the organization and the employees as well. The management should encourage the employees to use Twitter more to collaborate with their colleagues to enhance employee productivity.

Employees should be encouraged to use WhatsApp for Knowledge sharing and collaboration with their colleagues. Higher institutions of learning should consider developing and implementing clear and comprehensive, acceptable policies when attempting to deal with social media. The organization should also establish strategies to address social media issues such as

personal usage, business bearing, and information discretion and site restrictions without restricting employees to benefit both personally and professionally. In addition, the the government through the relevant ministries of higher education should consider developing right policies of attracting or influencing the potential users of social media through relevant competitions and other subsidies to cultivate a positive thinking in the general population. Similarly, there is need for interventions on the establishment of more ICT centers within public institution of higher learning and/or institutions which will boost acquisition of the knowledge of using the facility while making available relevant social media to facilitate increased employee productivity. More resources should be re-allocated for the complimentary facilities/ personnel supporting social media usage.

5.3.1: Recommendation for further research

This study has mainly focused on social media and how it may enhance or inhibit employee performance in public universities in Kenya. Having considered various theories related to this area, the study proposes application or customization of existing frameworks to show how social media has been utilized in other institutions apart from higher institutions of learning. Lastly, a similar study is suggested to focus on developing a framework for evaluating adoption of social media in enhancement of employee performance in public institutions of higher learning with higher reliability and thus validity estimates with consequently less measurement errors.

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